

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13KS2

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mr. Rick Smith

Official School Name: West Franklin High School

School Mailing Address: 511 East Franklin Street
Pomona, KS 66076-9768

County: Franklin State School Code Number*: 020

Telephone: (785) 566-3392 E-mail: smithr@usd287.org

Fax: (785) 566-8454 Web site/URL: http://www.usd287.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Dotson Bradbury Superintendent e-mail: bradburyd@usd287.org

District Name: West Franklin District Phone: (785) 566-3396

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Thayne Bush

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 2 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 12361

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	20	24	44
10	30	22	52
11	21	26	47
12	23	18	41
Total in Applying School:			184

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 12%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1, 2011	203
(5)	Total transferred students in row (3) divided by total students in row (4).	0.12
(6)	Amount in row (5) multiplied by 100.	12

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 1
Number of non-English languages represented: 0
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 46%

Total number of students who qualify: 84

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 20

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>14</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>3</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>4</u>
Total number	<u>30</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

13:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	96%	100%	98%	89%	90%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>53</u>
Enrolled in a 4-year college or university	<u>42%</u>
Enrolled in a community college	<u>34%</u>
Enrolled in vocational training	<u>10%</u>
Found employment	<u>6%</u>
Military service	<u>2%</u>
Other	<u>6%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

The mission of West Franklin High School is to create an environment in which all students can learn. It is our commitment to this goal that we ensure our students acquire the knowledge, skill, and capability to function as lifelong learners and responsible citizens.

West Franklin High School is a consolidated school in the western half of Franklin County, representing four small communities in rural Kansas. Though consolidated in 2007, our schools represent a century of education and extra-curricular activities. USD 287 has met the challenges of consolidation and political shifts by placing our focus on the academic success of our students. The strategy has worked. Through the diligent effort of teachers, administrators, community members and student ambassadors, an atmosphere of high academic expectations and expected success is quickly becoming a norm in the school. Not only are teachers maintaining high standards for academics, the tradition of success has become very student-centered.

Our commitment to academic success has created an atmosphere of pride for the things that happen in our classrooms and communities. We have achieved academic success at a level unmatched by both fellow league and regional schools. In the last two years we have been awarded Certificates of Merit by the Confidence in Kansas Public Education Task Force in Reading, Math and closing the achievement gap. We also determined that the best opportunity for educational success in the state assessments was to make use of the “right to learn” early testing option, allowing us to test 9th graders on the state assessment rather than juniors. This often prevents us from achieving of Standard of Excellence, as many students pass the test without achieving the highest levels as 9th graders. We feel it is more important to be able to identify those students who may struggle early in their academic career.

Our career and technical student organizations involve over 65% of our students. Our school has placed great focus upon these organizations for several decades now and they have flourished. We have competed annually in national competitions with our Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), and Future Farmers of America (FFA) organizations. Our students hold multiple offices at the state, district and national level. We take great pride in our organizations and the number of students who benefit by participating. Many of our sponsors have been recognized at both the regional and state level for the hard work they do and the success their leadership has provided to our students and organizations.

West Franklin students also have generous access to scholarships. Our school has worked hard to work with various groups and alumni to establish a strong financial base for post-secondary scholarship aid. Considerable effort from our counseling office has provided students with the awareness of the funds available and the skills to obtain available scholarships. Workshops provide students and parents with the necessary information about what is available and how to get it. Through diligent effort, we have networked strong relationships with nearby post-secondary institutions that provide our students with academic transition and financial support to help them through the early college experience.

Our teachers and staff deserve much of the credit for the successes of our school. Their strong efforts in the classroom have guided us through a difficult consolidation process and the natural community wariness that tends to develop from closing schools. West Franklin staff has maintained a strong core of veteran teachers that remain committed to our district goals while mentoring new teachers to continue the tradition of excellence. Often on their own initiative, our staff members seek staff development opportunities. As professionals, we are all dedicated to student success and improving all things that we do here in the school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

It is the expectation that all students at West Franklin High School be proficient in reading and math by the completion of their junior year.

West Franklin High School participates in the Kansas Assessment program each spring. The University of Kansas develops exams in reading, math, science, social studies and writing. Statistical norms are established by the Center which then group student performance into five categories: exemplary, exceeds standards, proficient, approaching standards and academic warning. Assessments in reading and math are administered each spring in grades three through eight. At the high school level, testing occurs after what is described as “opportunity to learn”. Each high school in the state determines its respective testing cycle based on curriculum. Students in each school across the state are grouped into a “cohort” group which is defined as what would be their junior year class. Hence, all reading and math testing is expected to be completed by the junior year. It is these data that is considered with respect to meeting state and federal AYP targets and accreditation.

At West Franklin High School we have chosen to test all freshmen in reading. All students are tested in math upon completion of Geometry or as a sophomore. Under the “opportunity to learn” concept, scores of students who meet proficiency or above are “banked” within the state data system until their junior year. Students who score in the approaches standard or academic warning categories are given a second opportunity to pass the state assessment.

Significant improvement in both reading and math has been made at West Franklin High School over the past five years. Reading scores have increased from 63% of our students scoring proficient or above in the spring of 2008 to 97% of our students scoring proficient or above in 2012. The same is true when looking at math data. In the spring of 2008 53% of our cohort group was scoring proficient or above compared to 98% of our students scoring proficient or above in 2012.

2008-2012 Kansas Assessment Scores (Whole Group)

Reading	2012	2011	2010	2009	2008
% proficient & above	97	98	98	93	63

Math	2012	2011	2010	2009	2008
% proficient & above	98	100	87	89	53

Several factors have contributed to the increase in achievement at West Franklin High School.

In the fall of 2008 there was a change in administrative structure at our school. Prior to 2008 there had been one principal assigned to the high school and one assigned to the middle school. This structure was changed to incorporate one principal and one assistant principal campus-wide (grades 6-12) which allows for a more seamless administrative organization. It also allows for greater collaboration between staff members and a greater focus on meeting the academic needs of all students.

High expectations for student achievement are communicated among students, staff and community. Teachers are expected to become better acquainted with student data and instructional standards and to develop strategies which met student needs.

A process of setting goals for students had been created at our middle school and is now in place at WFHS. Students meet individually with a building administrator to review previous scores and set a “growth” goal in both reading and math.

Staff development over this five year period has also played a key role and focused on Marzano's researched strategies of effective instruction.

The development of "strategy" classes in reading and math has made a significant difference in student success. Students who fail to meet proficiency level on reading or math assessments are required to enroll in a strategy class. These classes are limited in size and provide enhanced instruction directed toward benchmarks and feature strategies specific to each student's needs.

Finally, a significant factor in the growth of our reading and math scores is the climate established around these assessments. District middle and high schools were consolidated in 2007. Students and staff at the middle school set an environment for success from the very beginning, meeting the Kansas Standard of Excellence on test scores consistently. As students have transitioned to the high school, this success has grown to be something of which students and staff are extremely proud.

It is difficult to compare whole student body scores to subgroup scores at West Franklin High School. The issue becomes the lack of statistically reliable information based on demographics. Below is a summary of our 2012 assessment scores, reading and math, which includes subgroups. Please note the N for each respective subgroup.

2012 Kansas Reading Assessment Scores by Subgroup

Group	Number Tested (N)	% Proficient
School Wide	61 (100%)	97
Socio-Economic Disadvantaged	28	94
Hispanic	02	100
Special Education	05	100
Gender	28 Female/33 Male	97/97

2012 Kansas Math Assessment Scores by Subgroup

Group	Number Tested (N)	% Proficient
School Wide	45 (100%)	98
Socio-Economic Disadvantaged	20	97
Hispanic	02	100
Special Education	05	80
Gender	16 Female/29 Male	96/100

Given the statistical relationship of the subgroups, we do not feel we have a significant problem in any particular area. We are however addressing the difference between our school-wide math scores and those of the special education subgroup. We have implemented a multi-tier approach addressing the needs of special education students. Additional time and more concrete experiences are being provided for these students.

2. Using Assessment Results:

Assessment data are a key factor in driving instruction at West Franklin High School.

Upon completion of the Kansas Assessment (reading, math, science, writing and social studies) teachers are provided with collaboration time by department to analyze the test data. Strengths and weaknesses are identified, instructional standards reviewed, and strategies developed to remediate any areas identified. Staff considers individual class results and compares them across grade levels to identify possible curricular issues.

Prior to the beginning of the next school year, staff members are again given time to review the previous year's assessment data for their subject area. Teachers identify areas needing additional instruction and those areas are worked into the curricular mapping.

Students who do not meet "proficiency" levels on the Kansas Assessments in reading and math are then assigned to a "strategy" class. Teachers responsible for strategy classes review previous assessment data by student and develop instructional strategies to meet individual needs. Small group and individualized instruction is provided and concentration is placed on the instructional standards needing remediation.

Communication of student success is vital as it pertains to individual, class and building growth. Prior to the beginning of each testing season, students meet individually with the building principal to review previous test scores. During this meeting the principal communicates a clear expectation for student growth. Jointly, the principal and student set a goal for the upcoming assessments. Goals are based on student growth not achieving a certain category on the assessment. Thus, individual ownership is established.

After students complete the assessments, they meet again with the building principal and review their scores and growth goals. We believe students who are provided with effective feedback are more apt to apply themselves and achieve.

Assessment scores are communicated annually through growth charts. This communication is provided generally during semi-annual conferences. These charts identify how an individual child has scored on assessments and can also be compared to building, state, and national norms. Parents can clearly see if their child is growing academically.

Building and district achievement is communicated to district patrons through local media and a monthly district newsletter. Student growth is also a topic at our building site council meetings throughout the year. We also believe in celebrating our success by displaying achievement banners in prominent areas throughout our campus. Student pride creates a positive atmosphere toward academic achievement.

3. Sharing Lessons Learned:

The West Franklin High School staff believes by working together as a team, our students are better prepared to meet the challenges of the 21st century. Staff has the opportunity to share ideas among themselves and with area colleagues. Our goal is to create an environment with a team approach as we seek out researched-based strategies to improve academic success.

West Franklin is a member of the Three-Lakes Special Educational Cooperative. Our teachers have regular opportunities to share strategies with neighboring school districts and have the opportunity to visit campus classrooms and classrooms in neighboring schools. Such visits focus on researched-based instructional strategies which have demonstrably led to student growth.

We believe collaboration time is a key to our success. Collaboration time is provided on a monthly basis between departments and with our middle school instructors. This time provides the opportunity to further research and discuss learning standards and strategies, thus creating a more seamless instructional model. Assessment data is studied, problematic instructional standards identified and strategies developed to address student needs.

Most of our staff members are involved with professional organizations which increase the opportunity for communication with local and state colleagues. Staff members have the opportunity to attend state and national workshops. Our school is frequently sought out as a site for pre-education majors to complete classroom observations. We have also had the opportunity to assist a number of student teachers become young professionals. Our building principal has mentored aspiring administrators in our region.

In addition to attending professional development opportunities, many of our staff members have been involved as presenters. Our principal has consulted with neighboring districts regarding instructional strategies and school consolidation. He has also presented at a Kansas Association of School Boards state conference. Members of our science and agricultural department have presented at Kansas Career Cluster Conferences. Math and career readiness instructors have presented at state and regional conferences. Additionally, student presentations have been made at a national, regional and state level by members of FBLA, FCCLA and FFA.

Finally, our counselor and several of our instructional staff work closely with an area community college to provide our students with dual credit opportunities; as a result, our staff develops a greater understanding of what is expected at the next educational level.

4. Engaging Families and Communities:

West Franklin High School feels that it is very important for families and community members to be involved in the education. Listed are a few of the programs West Franklin has implemented:

Day at the Farm – WFHS partners with FFA, FCCLA and community agricultural groups to educate Franklin County third graders about agricultural issues.

Trick or Treat – Leadership groups canvas district communities to collect food for the local food pantries.

Veteran's Day – Local veterans share their experiences in class to emphasize patriotism and citizenship. Student leadership groups collect and donate supplies for soldiers overseas.

Parent's Day Out – FCCLA and the middle school KAYS group join together for a parent's day out. Community children experience education sessions throughout the day allowing parents time for seasonal shopping.

Tragedy Outreach – Student groups and staff have donated time, money and supplies to multiple families in the community who have experienced various tragedies.

Adopt a Family – Leadership groups adopted local families providing food and gifts during the winter holiday season.

Community Dinner - WFHS student leaders provided a community dinner for the elderly and families in need during the holidays. Entertainment is provided by the WFHS music department.

Scholarships – More than 50 scholarships are awarded annually to members of each graduating class by local community groups and families in recognition of and reward for of student growth and achievement.

Elementary Partnership – Students partner with elementary schools as role models assisting with Spring Fling, chili supper, community dinner, toy and clothing drives, play days and the backpack program which distributes food to needy families on a weekly basis.

S.A.F.E. Program – WFHS partnered with Kansas Department of Transportation and the Franklin County Sheriff's Department to encourage automobile safety. Prizes and awards are used as incentives for seat belt usage.

Advisory Groups – Community business owners partner with high school instructors on advisory councils for input on Career and Technical Pathways. Business students participate in a small business activity in which they take on jobs from the community such as cookbooks, wedding invitations, business cards and calendars.

Community Involvement - Parents and community patrons provide valuable insight through our Site Council, Parent Teacher Organization and Booster Club.

West Franklin students and community members collaborate to ensure leadership development and experiences that contribute to school improvement, student success and a strong community bond.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

West Franklin High School is a traditional, grades 9-12 high school which offers its students the Kansas Scholar (college) Curriculum, the Kansas Regents Admission Curriculum, and the Career Readiness Curriculum. To graduate students are required to earn 28 credits, including 4 Language Arts, 3 Math, 3 Social Studies, 3 Science, 2 Technology or Business, 2 Physical Education/Health, 1 Fine Arts, .5 Consumer & Personal Finance, .5 Public Speaking, and 9 electives. Students also have the opportunity to earn concurrent college credit through Neosho County Community College in a wide variety of subjects.

The Language Arts curriculum course offerings include Language Arts Parts I-IV, Junior English Prep, Senior English Prep, Public Speaking, Creative Writing, 21st Century Journalism and Reading Strategies. College credit can be earned in our Senior English Prep course.

In Math, students are required to take Algebra I and then may meet graduation requirements by completing any two of the following courses: Math Strategies, Algebra II, Consumer Math, Advanced Math, Geometry and Calculus. College credit coursework is offered in Advanced Math and Calculus.

Curriculum in the Science department is geared towards life and physical science courses. Students can take the following classes to meet graduation requirements: Environmental Science, Physical Science, Biology, Advanced Biology, Physics, and Chemistry.

In Social Studies students are required to take World History, U.S. History, and U.S. Government as year-long classes. The department also offers a variety of elective courses, including Kansas History, The World Wars, The Civil War, Current and Social Issues, Sociology, Psychology, World Geography, and Principles of Leadership. Students wishing to pursue a more rigorous, college-gear curriculum can take advantage of college credit classes in Sociology, Psychology, U.S. History and U.S. Government.

Foreign language classes offer students basic language instruction in Spanish and French. Spanish I and II and French I and II are offered to all students.

Students are able to pursue a variety of courses in the Physical Education department, including Strength and Conditioning, Team Sports, Nutrition and Wellness, Personal Fitness, Fundamentals of Basketball, and Physical Education. The focus in Physical Education is for students to gain an appreciation for life-long physical activity and living a healthy lifestyle. Our school goes beyond state guidelines requiring an additional credit of PE for graduation, addressing the need for lifetime fitness and the development of a healthy lifestyle.

The Fine Arts program accommodates the interests of a wide range of students. Vocal Music, Band, Jazz Band, and Guitar are courses offered in our music department. Introduction to Visual Arts, Drawing, Painting, Ceramics I & II and Principles of Illustration are available to students by our Art Department. Drama, Culinary Arts and Furniture Design courses may also fulfill a fine arts credit.

Business and Technology course opportunities are abundant for a small Kansas school. Students are required to complete two hours in this area for graduation, including a Personal Finance course. Additional courses include: Graphic Design, Web Page Design, Audio Video Production, Digital Media Design and Production, Entrepreneurship, Photo Imaging, Accounting, Marketing, and Business Economics.

A strong component of our school is our Career Cluster programs which include Agriculture Science, Power, Structural and Technical Systems, Construction, Audio Video Communications, Finance, Restaurant and Event Management, Family and Community Services and Marketing. Each of these pathways provides students with introductory courses, technical level courses and application level courses. These career readiness courses attract students from neighboring school districts.

2. Reading/English:

Our school believes strongly in a reading-centered curriculum. In preparation for both life skills and for state assessment needs, we base our curriculum on the idea that students need to interact with their reading for it to have real-life meaning. Making use of research based reading strategies suggested by our district reading consultants, we challenge our students to challenge our text! We place great emphasis on the idea that students have to apply the reading that they do to their own lives to be able not only to understand the text read, but also to gain real life knowledge from that material. We expect our readers to see themselves in the material they read to make it relevant to academics and basic life skills.

Not only are we using of annotated reading and multiple brain based reading strategies, we are using them across multiple curricula, allowing students to internalize the strategies as normal reading habits. Students practice these methods frequently enough that they become part of their daily school routine. When it comes time to take state reading assessments, our students are often well prepared for the test without teachers' having to "teach to the test" each year. Examples of some things we do in our classrooms are visual summaries of stories, use of graphic organizers to focus and streamline ideas, K-W-L or similar pre and post reading activities, and elements of Kagan's think-pair-share to get students discussing reading assignments.

Students reading below grade level are identified by data and teachers in an informal assessment setting. If class modifications within the regular class setting are not successful, reading strategy classes are available to target special needs readers. The purpose of these classes is to help students with specific reading challenges and offer opportunities to improve their abilities.

3. Mathematics:

At West Franklin High School we offer a variety of mathematics classes. Incoming freshmen are enrolled in either an Algebra or Geometry class depending on their preparation from middle school. Students who have struggled with math classes in the past have the option of taking Algebra over a two year period, which we call Algebra I - Part I and Algebra I - Part II. These classes give students the same Algebra content but at a slower pace so that they can get a better mathematical foundation for future classes. These classes put more focus on using manipulatives to give the students more "hands-on" experiences.

Classes beyond Algebra and Geometry include Algebra II, College Algebra/Trigonometry, Calculus, and Consumer Math. Students in College Algebra and Calculus have the opportunity to take these classes for college credit through Neosho County Community College. Students may enroll in more than one math course at a time which allows additional enrichment.

For students who are not looking to move on to college, our Consumer Math class offers a multitude of real-world applications. In Kansas, our state assessment process allows us to test students twice during high school. If a student fails to pass the first time they are tested, they are placed into a Math Strategies class that focuses on State Assessment indicators. This class is highly differentiated based on the indicators that individual students need to master.

In the event a student is really struggling in math classes, we offer E2020 classes. These internet- based classes provide additional class opportunities for special needs students and those needing credit recovery. E2020 also provides gifted students with the challenge of more advanced course work.

Within all of our math classes, we use a variety of instruction and technology. Instructional methods and technology include but are not limited to: cooperative learning, differentiated instruction, smartboards, graphing calculators, and web based programs such as Study Island.

This class structure provides students who have success in Math classes to be challenged and prepare them for post-secondary challenges. At the same time, it gives students who struggle a chance to develop a mathematical foundation to be successful in life.

4. Additional Curriculum Area:

West Franklin social studies and history department uses a variety of techniques and methods in order to foster lifelong learners who are productive and responsible citizens.

The social studies faculty differentiates instruction providing multiple opportunities for students to achieve success at all levels and fostering lifelong learning. One faculty goal is to increase students' knowledge of citizenship and its roles and responsibilities related to the United States Constitution and the evolving democratic process. A focus of the curriculum is to promote a student's ability to analyze past events to create understanding of present circumstances and anticipate political and social change.

The social studies faculty uses a variety of tools to develop a range of skills students need to become productive citizens in our modern society. Students are encouraged to use a variety of problem solving techniques in a collaborative environment to foster development of essential skills and to succeed in the 21st century occupational setting. To enhance student development, our faculty implements cross curricular activities with other departments. For example, our faculty in the business department also covers economics from both a business and a social studies viewpoint.

The wide use of technology in the social studies department allows us to enrich the students' education beyond the reach of traditional methods. It has afforded us the ability, as a faculty, to aid in developing modern research skills for our students in an ever-evolving society. Students are encouraged and motivated through the use of technology to develop effective reading, writing, and analytical thinking skills. Using these skills, students learn to develop their own thoughts and ideas and express them to others clearly. Throughout this process students gain the ability to understand their society and the world around them.

5. Instructional Methods:

Engaging students in learning so they can function in the real world has become a driving force for our teachers, especially in the global world which the student of today must survive. In addressing learning strategies that employ upper-level cognitive activities— including application, analysis, evaluation and creativity— instructors use approaches that help students see the application of their learning to the real world. Instructional methods must be researched-based and include technology. Through technology history is brought to life; biology has moved beyond the classroom, and students have learned the necessity to become researchers and problem-solvers. Teachers employ research-proven learning strategies such as cooperative learning, educational objectives, non-verbal representation, innovative homework, in-class activities and practices, summarization and note-taking, and hypotheses testing.

The WFHS curriculum is designed to meet the differentiated needs of its students. Instructors employ a number of strategies that promote learning by students with differing abilities. The push in the classroom has been away from the textbook and lecture and more toward a creative approach including projects, problem solving activities, and analysis.

With a special education population of 11% and the school philosophy being that inclusion is the best educational practice, creative academic approaches and learning styles are essential. In addition to

offering the math and reading strategy classes that assist students who have difficulties, the classroom teacher makes liberal use of paraprofessional educators and special education teachers to offer modified approaches to learning for students who need alternative approaches.

For students who perform at the higher levels of achievement, WFHS offers a variety of concurrent credit courses in conjunction with Neosho County Community College. This provides students the opportunity to earn up to 24 hours of college credit while still in high school, giving them a head start on their post-secondary education. Those classes include college-level College Accounting, General Biology/Lab, College Chemistry I/Lab, English Composition I, United States History I/II, College Algebra, Analytic Geometry and Calculus I, General Psychology, Introduction to Sociology, and Political Science.

Mathematics students are given a pre-Algebra aptitude test in middle school so that high school placement will ensure success. Placement is based on testing results, performance and teacher recommendation. Students also may opt to “double-up” on high school classes, taking two math courses simultaneously.

Furthermore, the change to an eight-period school day has opened up new opportunities for students. This has allowed an additional hour to add variety to the student’s schedule. Usually this comes in the form of an elective course that pique the student’s interests. Courses in video production, media design and production, Civil War history, drama, culinary arts, forensics, marketing, and entrepreneurship have recently been added, exposing students to greater opportunities to explore their interests.

6. Professional Development:

Teachers and administrators participate in a variety of staff development and workshops that facilitate the learning, administering, and application of teaching strategies to improve student motivation, comprehension, and life-long learning. Examples include using non-linguistic learning to deliver information in new presentation formats, such as Prezi. Teachers chose one unit of their choice and constructed a Prezi using skills from the training that would be used in their classroom. They then reflected on student involvement and conceptualization with the use of different presentation formats.

Other useful staff development consisted of improving instructional delivery, setting objectives, and providing beneficial feedback for students. Implementing Marzano's effective teaching strategies continues to be a focus for all staff. Different groups of teachers prepared a skit showing unsuccessful methods and then acting out the same situation, only using the proper techniques that would improve student comprehension. Although the concept may seem simple, many hidden problems came to light during discussion. The skit demanded that teachers re-evaluate their delivery, instruction and the importance of allowing students to truly understand problematic areas on all activities. Their course became more efficient without the “fluff” (unnecessary or unbeneficial activities). Instruction, reinforcement, and assessment became more effective. Verification of student achievement is an ongoing objective to which our professional development is dedicated.

Another major focus of staff development is providing time for teachers to ensure that their curriculum and course is aligned with state standards. A valuable training dedicated to this was termed “Bulls Eyeing.” Each curricular area met together, along with vocational instructors, to highlight and organize state standards based on tested versus non-tested indicators. The activity concluded with the completion of binders, color coordinated, to direct teachers to their goal. As standards change, such as the movement to “Common Core”, we continue to update and improve our curriculum.

High school and middle school teachers continually collaborate and coordinate instruction of state standards at each level. Our mission is to prepare students for their future. High school teachers discuss what standards are problematic, therefore allowing middle school teachers to incorporate those standards

in their curriculum and providing more exposure to these concepts. It also familiarizes teachers to other curricula, which creates an advantageous flow from middle school to high school.

7. School Leadership:

Our high school has a principal and assistant principal. Both also have administrative responsibilities at our middle school building. Administrators are collaborative leaders, clearly communicating to staff a philosophy that all students can be successful and that it is our responsibility to make sure this happens. Success in our building is defined as student growth.

Perhaps the greatest asset provided by our administration is that of clearly communicating to students, staff and parents the expectation that we do well. An atmosphere has been created where students and staff want to do well academically, creating an environment of a tradition of academic excellence.

Another important component of our success has been the creation of "strategy" classes in reading and math. Students not meeting proficiency levels on state assessments are now required to participate in a remedial class to address specific instructional standards, preparing them for the next assessment. These classes are instructed by content-area specialists and are designed to meet individual needs. Class size generally ranges between 4 and 8 students, allowing for a very individualized approach to learning. Additional resources, including technology, are directed toward these classes to ensure student success. District level administrators and members of the Board of Education support of these efforts.

Our administrators provide staff members with assessment data and expect that we know our strengths and weaknesses by individual, class and building. They provide time for collaboration, increasing communication between staff and helping to communicate our students' needs to all staff members. Instructional and technological resources are provided as we develop strategies to address student growth. Professional development opportunities, based on research proven strategies, are also presented to help increase teacher proficiency.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Kansas Math Assessment

Edition/Publication Year: 2005 Publisher: Kansas State Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient, Exceeds Standards, Exemplary	98	100	87	89	53
Exceeds Standards, Exemplary	44	52	32	32	24
Number of students tested	45	46	46	55	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	4	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Exceeds Standards, Exemplary	97	100	79	75	36
Exceeds Standards, Exemplary	35	52	32	32	24
Number of students tested	20	19	24	22	17
2. African American Students					
Proficient, Exceeds Standards, Exemplary	0	0	0	0	0
Exceeds Standards, Exemplary	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient, Exceeds Standards, Exemplary	Masked	Masked	Masked	Masked	0
Exceeds Standards, Exemplary	Masked	Masked	Masked	Masked	0
Number of students tested	2	5	1	1	
4. Special Education Students					
Proficient, Exceeds Standards, Exemplary	Masked	Masked	Masked	Masked	16
Exceeds Standards, Exemplary	Masked	Masked	Masked	Masked	8
Number of students tested	5	2	8	6	11
5. English Language Learner Students					
Proficient, Exceeds Standards, Exemplary	0	0	0	0	0
Exceeds Standards, Exemplary	0	0	0	0	0
Number of students tested					
6. Gender - Female					
Proficient, Exceeds Standards, Exemplary	96	100	88	81	49
Exceeds Standards, Exemplary	34	63	31	46	35
Number of students tested	16	19	27	23	28
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Gender - Male #6 '12 '11 '10 '09 '08 % Proficient plus % Advanced 100 100 85 81 49 % Advanced 52 48 32 23 26 Number of students tested 29 27 19 32 33					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Kansas Reading Assessment

Edition/Publication Year: 2005 Publisher: Kansas Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient, Exceeds Standards, Exemplary	97	98	98	93	63
Exceeds Standards, Exemplary	37	40	51	47	39
Number of students tested	61	52	51	60	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	4	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Exceeds Standards, Exemplary	94	100	94	84	47
Exceeds Standards, Exemplary	36	46	50	44	30
Number of students tested	28	28	21	24	17
2. African American Students					
Proficient, Exceeds Standards, Exemplary	0	0	0	0	0
Exceeds Standards, Exemplary	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient, Exceeds Standards, Exemplary	Masked	Masked	Masked	Masked	
Exceeds Standards, Exemplary	Masked	Masked	Masked	Masked	
Number of students tested	2	5	1	1	
4. Special Education Students					
Proficient, Exceeds Standards, Exemplary	Masked	Masked	Masked	Masked	23
Exceeds Standards, Exemplary	Masked	Masked	Masked	Masked	0
Number of students tested	5	2	8	6	11
5. English Language Learner Students					
Proficient, Exceeds Standards, Exemplary	0	0	0	0	0
Exceeds Standards, Exemplary	0	0	0	0	0
Number of students tested					
6. Gender - Female					
Proficient, Exceeds Standards, Exemplary	97	96	97	88	65
Exceeds Standards, Exemplary	29	32	54	57	41
Number of students tested	28	25	27	26	28
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Gender - Male #6 '12 '11 '10 '09 '08 % Proficient + Advanced 97 100 100 85 61 % Advanced 39 34 45 33 35 Number Tested 33 27 22 34 33					